

DEVELOPING AN INDONESIAN TEXTBOOK FOR NON-NATIVE LEARNERS OF INDONESIAN AT ELEMENTARY LEVEL

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Abstract

The present study aims at (1) exploring the learning materials which are available for non-native learners of Indonesian who learn Indonesian at Elementary level, and their weaknesses; (2) examining and developing the alternative model to suit the needs of non-native learners of Indonesian to communicate intensively in Indonesian; and (3) evaluating the effectiveness of the learning material used for non-native learners of Indonesian at Elementary level.

The research design in this study was research and development (R&D) model by Borg and Gall (1983: 775). The subjects of the try out were six *Darmasiswa* students at UNNES *BIPA* program in the academic year of 2012/2013. They were one student from Japan, one from Poland, two from Estonia, one from Czechoslovakia, and one student from the Netherlands.

The product developed has been examined in the tryout session. Students' achievement was improved after using the product. The improvement of students' achievement was about 20% to 25%. Finally, it can be concluded that the Indonesian textbook developed for non-native learners of Indonesian at Elementary level is helpful, effective, and appropriate to be used in the Indonesian to speakers of other languages program.

Keywords: Material Development, Elementary level, Indonesian textbook, Non-native Learners of Indonesian.

INTRODUCTION

Indonesian language has been widely spoken by the people in all over the world. Indonesian for Foreign Learners (*Bahasa Indonesia bagi Penutur Asing-BIPA*) is growing up rapidly in line with the rapid development of information and technology such as internet, newspaper, magazine, mobile phone, face book, yahoo messenger, and the like.

A number of foreign language institutions offer the program through the media both printed and electronic. Indeed, it provides golden opportunity for Indonesian language teachers or related parties to teach Indonesian language to the foreign learners. In fact, only a few language institutions provide appropriate teaching and learning materials for the intensive course and conduct Indonesian language training program for non-native learners. Besides, the language training institutions find some difficulties in finding and designing an authentic textbook to suit the needs of the foreign students.

The present study aims at: 1) exploring the learning materials which are available for non-native learners of Indonesian who learn Indonesian at Elementary level, and their weaknesses, 2) examining and developing the alternative model to suit the needs of non-native learners of Indonesian to communicate intensively in Indonesian, 3) evaluating the effectiveness of the learning material used for non-native learners of Indonesian at Elementary level.

The present study focused itself on the developing of Indonesian textbook for non-native learners of Indonesian. A preliminary research had conducted by the researcher in the field to know the existing condition on the availability of the *BIPA* textbook and other important required data. The model developed adapted the research and development (R&D) model (Borg and Gall, 1983: 775). This study is intended to give an important contribution to a better quality of learning materials used in teaching and learning of Indonesian language program for non-native learners of Indonesian.

Apart from the observation, the researcher had an unstructured interview with Ms. Sarah Wellard, an Australian who has learnt Indonesian for about two years at the Indonesian Embassy in Perth, Australia. The researcher then studied and analyzed the contents, format, strength and weaknesses of the aforementioned textbooks (book review and content analysis) and at last the researcher developed an alternative model of Indonesian textbook for non-native learners of Indonesian, especially for Elementary level students. The use of the authentic materials is in line with Cunningsworth's point of view that many recent course books incorporate elements of authentic language such as timetables, menus, notices, and advertisements (Cunningsworth, 1984: 72).

This model offers participants with basic competence in the Indonesian language and it was tailor-made to meet the foreign learners' specific needs and goals in mastering spoken and a bit of written form. In addition, it attempts to bridge across cultural understanding towards Indonesian culture, custom and traditions. With this considering in mind, the writer developed an alternative model of Indonesian language textbook for non-native learners of Indonesian (*BIPA*), especially for Elementary level students.

THE STATEMENT OF PROBLEMS

The issues stated above leads the researcher to formulate the following problems:

1. What learning materials are available for non-native learners of Indonesian who learn Indonesian language at Elementary level, and what are the weaknesses of the available materials?
2. What is the alternative model and how should the alternative model be developed to suit the needs of non-native learners of Indonesian to communicate intensively in Indonesian?
3. How effective is the learning material used for non-native learners of Indonesian at Elementary level?

REVIEW OF RELATED LITERATURE Indonesian for Foreign Learners (*BIPA*)

Nowadays, Indonesian for Foreign Learners (*Bahasa Indonesia bagi Penutur Asing-BIPA*) is growing up rapidly in line with the rapid development of information and technology such as internet, newspaper, magazine, mobile phone, facebook, yahoo messenger, blogs, and the like. Suyanto (2009: 1) claims that there are about 45 universities (state and private) and language centres in Indonesia offer the *Darmasiswa* program.

The demand of Indonesian language class through *BIPA* program is increasing rapidly in line with the rapid development of information and technology. In fact, we can find a number of official websites and personal blogs offer the similar program to the non-native learners of Indonesian on the internet and others. According to Iskandarwassid (2009: 268-269) the *BIPA* program has general objectives and specific objectives. Maryanto (2001: 1) urges that the learning materials/topics must be presented in a good order, so they can understand materials easily. As a result, they will actively participate in each conversation, drill, and other classroom activities accordingly.

Sunendar (2000) indicates that there are several hindrances factors in learning Indonesian language for foreign learners. These factors are; learners are lack of positive impression, less access of learning materials, get stuck in the grammatical roles, and the alphabet of their source language is different from the alphabet of Indonesian language (use Latin) as the target language. According to Hidayat (2001), foreign learners find it difficult to understand Indonesian language structure because the language structure and system of their-L1 is totally different from the Indonesian language-L2. In addition, they lack of vocabularies knowledge, resources books, and do not have clear idea about the function, categories and appropriate position of words in a sentence.

The Students and the Textbook

Grant (1987: 12), states that there are two categories of textbooks, they are traditional textbook, and communicative textbook. The traditional textbook tries to get students to learn the language as a system. Once they have learned the system, it is hope that they are then equipped to use the language for their own purposes in any way they think fit. Communicative textbook tries to solve this problem by creating opportunities for the students to use the language in the classroom, as a sort of “halfway house” before using it in real life.

In the researcher’s opinion, there are many communicative activities within the communicative textbook. The activities may help students to use the language they have learned in the classroom in real life. For instance, students listen to authentic language for real-life purposes (e.g. listen to a recording of an airport announcement), students talk to each other as they might in real life with a native speaker to find out something they do not know, and students express themselves in writing in realistic situations, and for realistic purposes (e.g. writing a postcard to a penpal, completing an application form, and making notes).

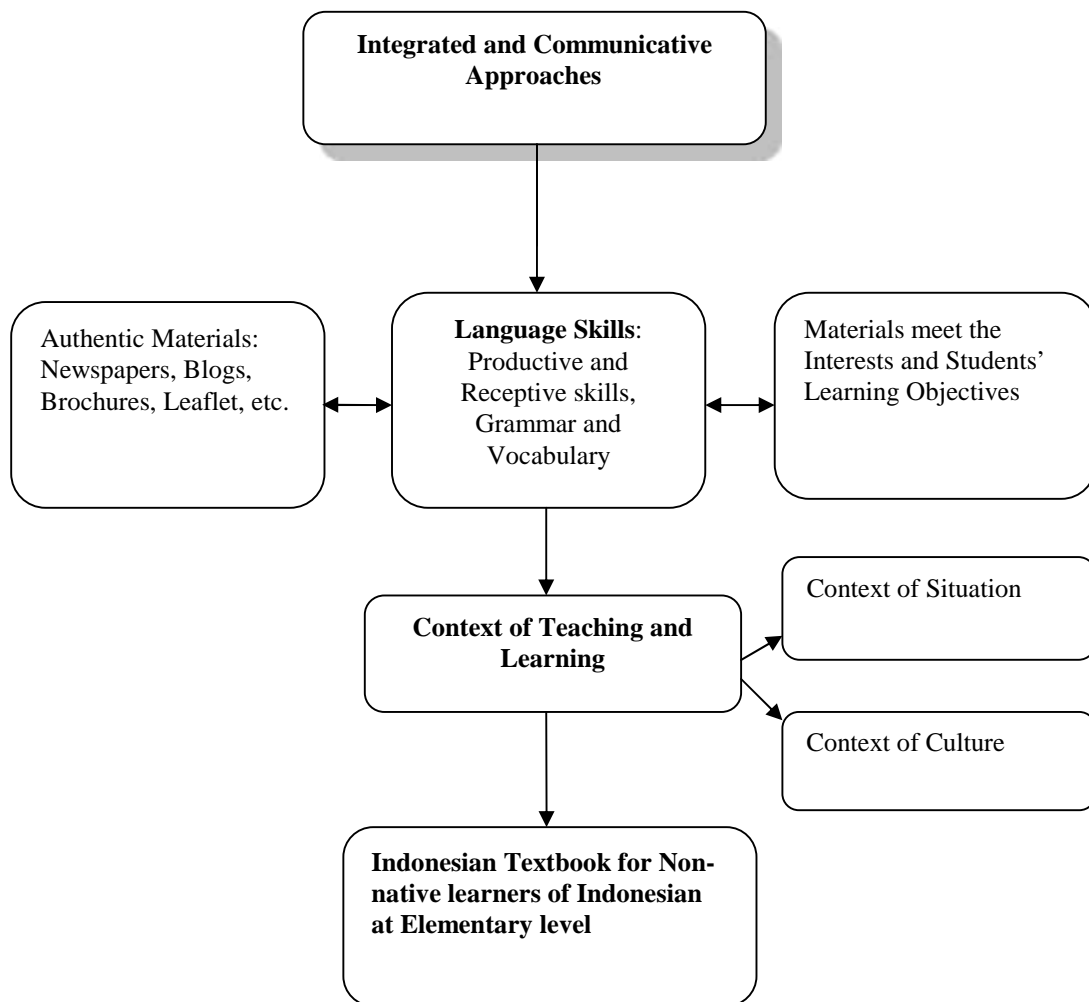
With regard to the issue of a good textbook, the researcher is agree with the above statements. In his opinion, a good textbook should be interesting, useful and meet the learners’ learning objectives. Besides, it should help, facilitate, promote the language skills, and give the learners the opportunity to practice as much as possible. Therefore, in developing a textbook, we need to comply with those principles.

In developing a textbook, we need to consider about the text features as they may help us as writers, and publishers to make the text more readable, emphasize certain points, influence the readers’ processing of the text. Field (2003: 2) points out that the teacher’s task is to become more conscious of text features and how they are used in our native language.

Framework for Developing Indonesian Textbook for Non-native Learners of Indonesian.

The following is a diagram to show the flow of the aforementioned theories used in the review of related literatures for the present study. They are as follows:

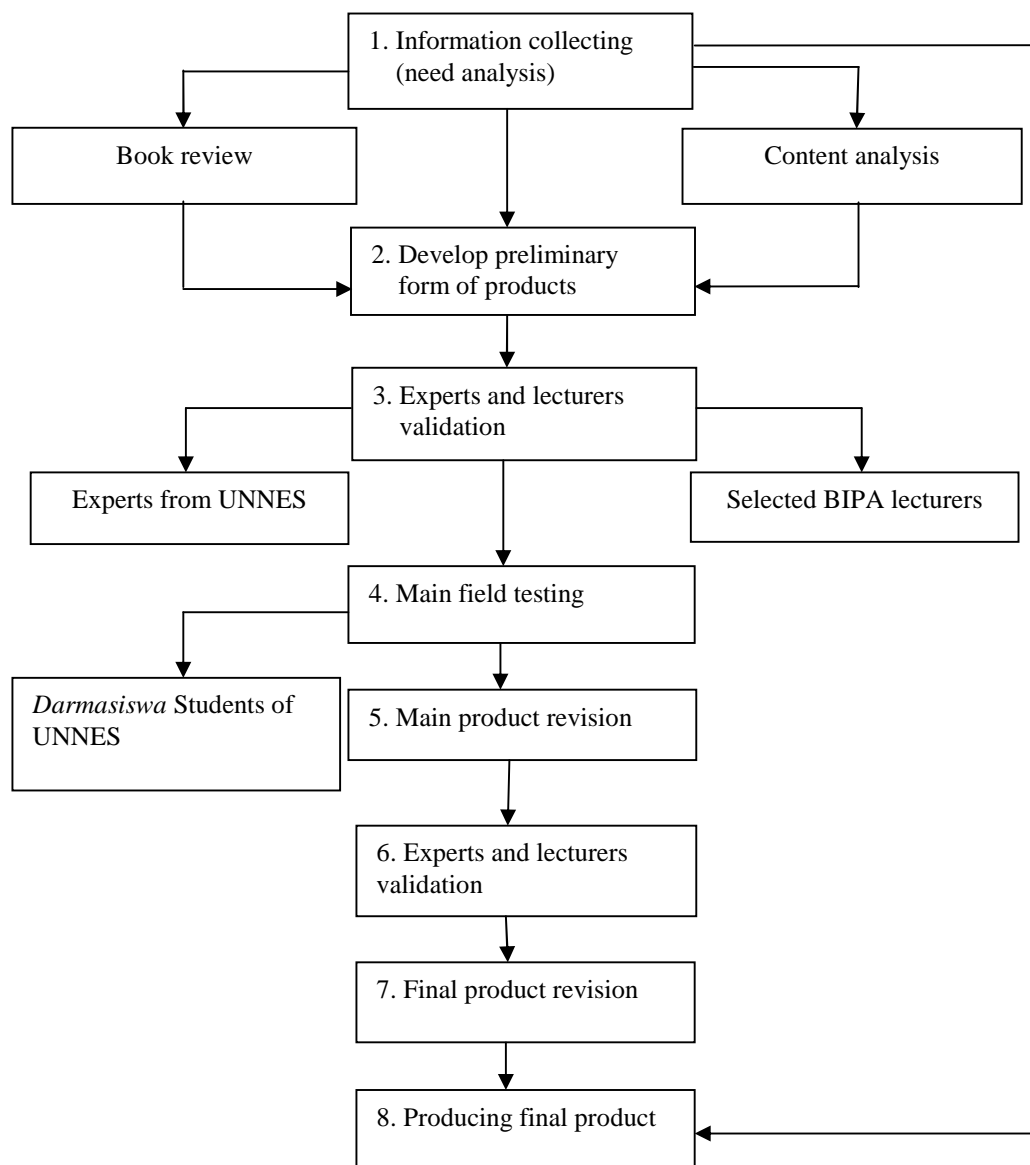
Diagram 1. Flow of Theories used to Develop Indonesian Textbook for Non-native learners of Indonesian at Elementary level



METHOD OF RESEARCH AND DEVELOPMENT Research Design

The following flowchart was the model of R&D cycles applied in this research cycle adapted from Borg and Gall (1983: 775).

Flowchart 1. Model of R&D cycle adapted from Borg and Gall (1983: 775)



The research was conducted at *Darmasiswa* class of *BIPA* program of Semarang State University (UNNES) in the academic year of 2012/2013. The subjects of the research as the source of data were six *Darmasiswa* students at UNNES *BIPA* program in the academic year of 2012/2013. They were one student from Japan, one from Poland, two from Estonia, one from Czechoslovakia, and one student from the Netherlands. To collect the data in this study, the researcher used a number of instruments and data collection techniques; they were participant observation, interview, questionnaires, and textbook review and content analysis. The data in the present study were analyzed in the following techniques: 1) the results of students' and lecturer's questionnaires on the developed product were statistically computed and quantitatively presented (in percentage; 2) the experts' and lecturers judgements were presented in tables and also qualitatively described; 3) the following formula was used to calculate the effectiveness of the developed product.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \frac{S_1}{\sqrt{n_1}} \frac{S_2}{\sqrt{n_2}}}}$$

where:

| | | | |
|-------------|----------------------------------|---------|-----------------------------------|
| \bar{X}_1 | : mean of sample pretest | s_1^2 | : varians sample pretest |
| \bar{X}_2 | : mean of sample posttest | s_2^2 | : varians sample posttest |
| s_1 | : standard deviation of pretest | r | : correlation between two samples |
| s_2 | : standard deviation of posttest | t | : t-value |
| n | : number of sample | | |

THE ANALYSIS OF LEARNING MATERIALS, RESEARCH DEVELOPMENT AND DISCUSSION

Analysis on Teaching and Learning Materials

The researcher came to the field to observe both students' and teachers' activities during teaching and learning process in the classroom, as well as approach them outside the classroom to recognize the learning materials are available for the non-native learners of Indonesian who learn Indonesian at Elementary level and their weakness. So far, the textbooks used in the program, namely *Lentera Indonesia: Penerang untuk Memahami Masyarakat dan Budaya Indonesia*, *Jalan Bahasa: Pelajaran Praktis Tata*

Bahasa Indonesia. Other textbooks are *Sehari-hari dengan Bahasa Indonesia*, *Percakapan Bahasa Indonesia untuk Penutur Asing*. Those textbooks emphasizes on writing, grammar and reading skills.

The researcher found out that those products have some weaknesses. They are: First, the products did not provide enough information on teaching and learning program ananalysis, as well as the learning objectives. Second, there is no integration of the four language skills and language component. Therefore, the activities and tasks do not reflect the balance of individual, pairs, and group work. Third, the products did not provide audio and video to improve students' listening skill, like songs and procedures of doing something (genres).

Develop Preliminary Form of Product

The learning material was developed into a textbook for non-native learners of Indonesian at Elementary level. It covers variety of topics, including but not limited to conversation in real-life situations in different social context and setting (context of situation and culture), simple reading passages, short paragraph, role play, colloquial of Indonesian, vocabulary building, exercises, home assignments, and pop quiz were also provided within the lessons.

Product Development Process

In developing the product, the researcher paid attention to the results of the instruments used in the present study. They were comprehensively analyzed based on the needs and objectives of the proposed model. After gathering all necessary information, then the researcher himself made an outline of the alternative model, determining the learning objectives, how many lessons, types of classroom activities and tasks, evaluation, and designing illustration, physical attributes, providing Indonesian-English glossary, and index. The next process was typing the outline into a draft in a Microsoft Word file. Once it was ready, *BIPA* lecturers and his advisors were asked to proofread and edit them accordingly. The development process of the next lesson (lesson two until fourteen) followed the same process.

Experts' and Lectures' Validation

The developed material of Indonesian textbook for non-native learners of Indonesian at Elementary level was firstly handed down to two experts and two *BIPA* lecturers from UNNES prior to trying them out in the classroom.

TABLE 4

| Product Name | The Average of the Validation | | | | |
|--|-------------------------------|------|-----------|------|---------|
| | Experts | | Lecturers | | Average |
| | 1 | 2 | 1 | 2 | |
| Learning to Communicate in Bahasa Indonesia (Elementary Level) | 3.35 | 3.23 | 2.88 | 3.30 | 3.19 |

Main Product Field Testing

To know the effectiveness and appropriateness of the product, the main field testing or try out was conducted in the *Darmasiswa* class. The treatments were conducted in three meetings respectively, and the fourth meeting was used to administer the posttest in order to know the students' mastery of learning materials. For the try out, the researcher made three set of lesson plan used in each meeting.

The Students' point of view on the Developed Product

The researcher actively observed the students' responses during teaching and learning process to obtain the required data. After the try out was conducted, the students were asked to answer the questionnaires about the effectiveness, practicality, and appropriateness of the developed model.

The following table presents the mean score of the students' questionnaires.

TABLE 4.4

| No | Issue | Mean |
|----|---|------|
| 1 | The students' interest on materials developed | 3.67 |
| 2 | The effectiveness of the learning materials taught | 3.33 |
| 3 | The materials met students' needs and learning objectives | 3.00 |
| 4 | The useful of learning materials to improve students's communicative competence | 3.17 |
| 5 | The useful of English as medium of instruction | 3.67 |
| 6 | Tasks and exercises suitable with students' knowledge and capability level | 3.33 |
| 7 | The useful of related vocabulary | 3.67 |
| 8 | The useful of illustrations/pictures | 2.83 |

| | | |
|----|--|------|
| 9 | The advantageous of the four skills presented for students to understand the language and culture of Indonesia | 3.33 |
| 10 | The appropriateness of the materials developed on the current level | 3.00 |

The Lecturer's Opinion

The lecturer was given the questionnaire to get her opinion and comments about the learning materials used. The following is the result of lecturer's questionnaire.

TABLE 4.5
The Result of Lecturer's opinion

| No | Issue | Rating Scale | | | |
|----|--|--------------|---|---|---|
| | | 4 | 3 | 2 | 1 |
| 1 | The appropriateness to the students' level | V | | | |
| 2 | The materials met students' needs and learning objectives | V | | | |
| 3 | The effectiveness of the learning materials taught | | V | | |
| 4 | The situation created in the conversation sounds natural and real | | V | | |
| 5 | The useful of English as medium of instruction | V | | | |
| 6 | Tasks and exercises suitable with students' knowledge and capability level | | V | | |
| 7 | The useful of related vocabulary | V | | | |
| 8 | The useful of illustrations/pictures | | V | | |
| 9 | The practicality of learning materials | | V | | |
| 10 | The advantageous of the four language skills and language component | V | | | |

Result of Students' Evaluation

The students were given a number of tests in the try out session to find out the effectiveness of the developed material. The test based on the learning materials given in the class. The minimum of students' score in the try out was 80. The figure means that the students reached the passing grade. The average score of the integrated skills was 94.17 and 100% of the students passed the test.

Main Product Revision

There were a number of input, suggestions, and comments after trying out the materials on product from students and lecturers during the teaching learning process. Those points were useful for the improvement of the developed product. Therefore, the researcher worked on some areas of improvements like instructions and learning materials.

The Experts' and Lecturers' Validation

The similar expert validation form (Form-2) was provided for the assigned experts and lecturers who were in charge in the validation process. The description of the result of the experts' and lecturers' validation can be seen in the following table.

TABLE 4.7
The Result of the Experts' and Lecturers' Validation

| Product Name | The Average of the Validation | | | | |
|--|-------------------------------|------|-----------|------|---------|
| | Experts | | Lecturers | | Average |
| | 1 | 2 | 1 | 2 | |
| Learning to Communicate in Bahasa Indonesia (Elementary level) | 3.65 | 3.43 | 3.40 | 3.55 | 3.51 |

In this second validation, the experts and lecturers stated that the model developed nearly perfect. It means that the product was approved and may proceed to the next step (final revision).

Final Product Revision

This part was the last step of revision of the product. The researcher made sure all suggestions, input, comments, and notes during validation and try out sessions were included within the product. This activities include re-laid out and re-checked all aspects and components in accordance with all requirements for a standard textbook. Those points were useful for the betterment of the product developed.

Producing Final Product

The final product was presented after the process of revision, editing, and laying out by the researcher with the help of a graphic artist in Semarang. The final product is in the form of Indonesian textbook. The

book is entitled '*Learning to Communicate in Bahasa Indonesia: a complete Indonesian language textbook for non-native learners of Indonesian*'.

The Result of Statistical Computation and the Improvement on the Students' Achievement

The present study utilized the pre-experimental research design, namely One-Group Pretest-Posttest design. The researcher computed and inserted the students' scores into one table of correlation as seen below.

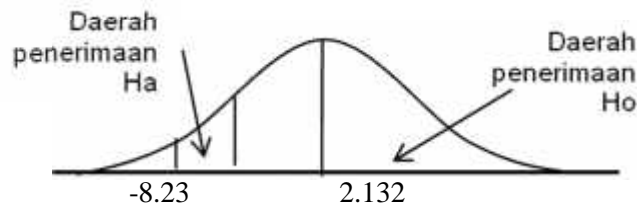
TABLE. 4.8
Correlation Value

| No | X ₁ | No | X ₂ |
|-----------------------------|----------------|-----------------------------|----------------|
| 1 | 80 | 1 | 100 |
| 2 | 75 | 2 | 100 |
| 3 | 80 | 3 | 100 |
| 4 | 70 | 4 | 95 |
| 5 | 65 | 5 | 90 |
| 6 | 60 | 6 | 80 |
| $\overline{X_1}$ | 71.67 | $\overline{X_2}$ | 94.17 |
| S ₁ | 8.16 | S ₂ | 8.01 |
| S ₁ ² | 66.67 | S ₂ ² | 64.17 |
| r | 0.94 | | 0.94 |

From the above table, the researcher put them into the following way:

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} = \frac{71.67 - 94.17}{\sqrt{\frac{66.67}{6} + \frac{64.17}{6}}} = \frac{-22.5}{\sqrt{21.11}} = -8.23$$

To know whether there was or not the improvement of students' achievement between pre and posttest results, as well as the effectiveness of developed product, the researcher compared the t-test value and t-table. From the computation, it was found out that the t-test value is -8.23, and the freedom degree is 4. While the t distribution table level is 0.05 and the t-table is 2.132. Based on the computation of t-test value that it was -8.23, meaning that it was in the accepted area of alternative hypothesis (H_a). It means that the claim that there was improvement of students' achievement after using the developed product is true or accepted. To have a clear idea on the improvement and effectiveness of the product, please see the following curve.



If we look at the figure of students' achievement before and after giving the treatment from the pretest to post test results above, it is clearly seen that the improvement was about 20% to 25%. The number of the percentage of the improvement was caused by several factors; they are: 1) few students had taken the Indonesian language course prior to joining the *Darmasiswa* program, 2) some of the learning materials had been introduced at the beginning of their language course, 3) the students have more opportunities to practice their Indonesian as they live in the village where they explored Indonesian at all times with the local people or their Indonesian friends. Therefore, they have known more vocabularies and could complete the tasks and assignments given.

DISCUSSION

It is clearly seen that the learning materials for *Darmasiswa* are varied and they were taken mostly from several Indonesian textbooks. In fact, the authentic learning materials were small in numbers. Besides, the current textbook mostly used Indonesian language as a medium of instruction, so that the students found it hard to understand the exercises and tasks given. The developed product was very helpful for the students to improve their communicative competence. It can be known from their positive responses during the teaching and learning process and was also supported by the result of their tests. The material was very easy to understand and appropriate with their current level of study. They like the materials because they cover a variety of topics both linguistic aspect and non-linguistic aspects. The content is graded according to their needs and learning objectives. Furthermore, the product developed contains enough communicative activities which were enabling them to use the language independently.

If we compare the figure of students' achievement before and after giving the treatment from the pretest to post test above, it is clearly seen that the improvement was about 20% to 25%. Despite the number of the students' achievement percentage (20% to 25%), students achievement was improved after giving the treatment and the product is effective and

appropriate for teaching Indonesian to speakers of other languages, especially for non-native learners of Indonesian at Elementary level.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings and discussion, the researcher has set forth three conclusions in this study. They are as follows:

First, the *Darmasiswa* students in the *BIPA* program learnt four language skills; they are Speaking, Reading, Writing and Listening. Besides, they were also taught the language component (grammar). The lecturer used several textbooks. In general, the learning materials have some weaknesses. They are (1) the products did not provide enough information on teaching and learning program analysis, as well as the learning objectives, (2) no integration of four language skills and language component. The activities and tasks do not reflect the balance of individual, pairs, and group work, (3) The products did not provide audio and video to improve students' listening skill, like songs and other related listening tasks, and (4) The current textbook mostly used Indonesian language as a medium of instruction, therefore, the foreign learners found it hard to understand the exercises and tasks given.

Second, the alternative model purposed by the researcher is a textbook of Indonesian for non-native learners of Indonesian at Elementary level. This product uses integrated and communicative approach in the hope that will help the foreign learners at Elementary level to communicate intensively in Indonesian.

Third, from the students' point of view, the lecturer's opinions and based on the students' evaluation, the developed product is effective and appropriate to be given to non-native learners of Indonesian at Elementary level. The data were obtained from a number of try out sessions and questionnaires. The developed product has tested in the tryout session and the result of the students' evaluation shows that 100% of the *Darmasiswa* students were above the passing grade and happy to use the materials. It can be known from the average score 94.17.

To sum up, despite the number of the students' achievement percentage (20% to 25%), the students achievement was improved after giving the treatment and the product is effective and appropriate for teaching Indonesian to speakers of other languages, especially for non-native learners of Indonesian at Elementary level.

RECOMMENDATIONS

The researcher would like to provide a number of recommendations to stakeholders who are involve in the related fields. They are as follows:

First, it is necessary for the lecturers, instructors, or those who are involve in the teaching of Indonesian to speakers of other languages to provide students or foreign learners with a course outline or teaching and learning program analysis at the beginning of the program. Besides, they should state clearly the learning objectives. Therefore, the researcher recommends the stakeholders to use the teaching and learning program analysis, and learning objectives provided within the product as a guideline or framework.

Second, the developed product is effective and appropriate materials for non-native learners of Indonesian who learn Indonesian at Elementary level. It is worth trying to use them as the alternative learning materials for the beginners which can improve students' ability both spoken and written. The lecturers or instructors can make advantage the variety of materials like conversation in the daily life to encourage the foreign learners to actively speak in Indonesian. To share about Indonesian culture and tradition, the lecturers may use the texts which are related to Indonesian culture and tradition, e.g. '*Selamatan*', '*Panjat pinang*', '*Lebaran*', and the like along the lessons.

Third, the lecturers and students may discuss the exercises and home assignments provided along the lessons, and lecturers may check the students' understanding by asking them to do the pop quiz at the end of each lesson. Apart from teaching and learning process in the classroom, making a field trip to some tourism objects or historical spots is highly recommended to improve students' knowledge and experience.

Last but not least, the researcher would like to suggest that the UNNES BIPA program management to consider and observe the *Darmasiswa* students' mastery on Indonesian language prior to conducting the course. It is done to figure out the appropriateness of learning materials to be delivered to the *Darmasiswa* students, as well as the effectiveness of the program in the coming years.

THE AUTHOR

Sayit Abdul Karim received his M.Pd in English Language Education from Semarang State University. He has been teaching English for about 15 years. Apart from teaching activities, he was involved very much in the tourism industry. His research interests include TEFL, Applied Linguistics, Critical Discourse Analysis, Translation and ESP. Currently, he is an English Lecturer at the English Education Department at University of Technology Yogyakarta, Indonesia.

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